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ABSTRACT

This booklet is intended to provide Ohio parents with information about their legal rights concerning the identification, evaluation, and placement of a preschool child with a suspected disability. The first section focuses on identification including the in-school identification system, the out-of-school identification system, and confidentiality. Section 2 deals with evaluation. It covers pre-evaluation activities (referral and notice of parents' rights) and evaluation considerations such as the purpose of evaluation, evaluation content, the team report, and the independent evaluation. Section 3 examines how decisions about services are made. It contains information about the Individualized Education Program (IEP), the IEP meeting, placement, and periodic review. Section 4 discusses the importance of parents and schools working together and includes suggestions by parents for parents. The following section addresses how disagreements are resolved through mediation. It discusses the case conference, administrative review, and the pre-hearing conference. The final section is on the impartial due process hearing and contains information on requesting a hearing, rights of the parties, the hearing process, appeals, and costs. Appendices include a timeline, a flow-chart of the process, sources of further information, and a brief glossary. (DB)

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ED 394 261

Parents, Preschoolers and Special Education

Your Rights Procedures and Protections

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STATE OF OHIO
DEPARTMENT OF EDUCATION
COLUMBUS
43266-0308

TED SANDERS
SUPERINTENDENT OF
PUBLIC INSTRUCTION

July 1, 1994

Dear Parents:

The rights of parents and preschool children with disabilities to a free appropriate public education have been assured by federal law, Public Law 102-119, "The Individuals with Disabilities Education Act", and Ohio State law, Amended Substitute House Bill Number 248. As a result of these mandates, Ohio's public schools must provide special education programs and related services for children with disabilities beginning at age three.

This manual explains your rights as the parent of a child who may be eligible for or is currently receiving special education services. The manual also describes the processes of identification, evaluation, individualized education program development and decision making for the provision of special education and related services for preschool children with disabilities.

Parents and school officials working together will ensure that an appropriate education for preschool children with disabilities is achieved. We hope this manual will assist you in your efforts to work as partners with educators to make informed educational decisions for your child.

Sincerely,

Ted Sanders

Ted Sanders
Superintendent of Public Instruction

Introduction

There are many laws, regulations and rules that relate to the provision of special education to preschool children with disabilities. The purpose of this booklet is to provide parents with information about their legal rights described in everyday language. It is hoped that this knowledge will help parents to become effective partners with educators in developing their child's preschool special education program.

Technical and detailed information is contained in the

- Ohio Rules for the Education of Handicapped Children

and

- Rules for the Education of Preschool Children with Disabilities Served by Public Schools and County Boards of Mental Retardation and Developmental Disabilities.

Preface

In 1975 Public Law 94-142 "The Education of the Handicapped Act" (EHA) was enacted into law. This law, which most recently (1991) has been amended, is now called Public Law 102-119 "The Individuals with Disabilities Act" (IDEA). IDEA (formerly EHA) establishes the following requirements:

- Children with disabilities must receive a free, appropriate public education (FAPE)
- Parents and their children with disabilities must be provided with their rights, procedures and protections. (due process and procedural safeguards).

In 1989 Congress amended Public Law 94-142 (now IDEA) through Public Law 99-457. These amendments extend the rights and protections to children ages 3-5. States were required to provide a free, appropriate education to children ages 3-5 by 1990-91 if they wished to continue to receive certain federal funds.

In 1991 the state of Ohio enacted Amended Substitute House Bill 248 which required school districts to provide a free, appropriate education to preschool children with disabilities ages 3-5.

In 1991 the State Board of Education adopted rules for the implementation of Am. Sub H.B. 248. These rules are now part of the Ohio Administrative Code. (Chapter 3301-31)

The laws, rules and regulations provide the basis for the rights of parents and preschool children who are suspected of, or who have a disability.

How to use this Booklet

The purpose of this booklet is to provide parents with information about their legal rights and how they relate to identifying, evaluating and placing a preschool child with a suspected disability. It includes the following major sections:

Identification
Evaluation
Placement
Impartial Due Process Hearing

If parents wish to review their rights as their child is going through the identification to placement process, they may simply refer to one of the above sections.

Parents who wish to see an overview of the entire process and timelines should review Appendix A.

Parents seeking tips and suggestions as to how to become an effective partner in their child's education should look at the section entitled:

Working Together: Parents and Schools

NOTE

Important terms will appear in bold print. When appropriate, the first time the term appears, it will be defined on the outside edge of the page with a colored bar just above it.

Example

> Each school district must have a system to identify all children who live within the district who may have a disability and require **SPECIAL EDUCATION** and related services.

The definition will appear on the same page or the page immediately following.

SPECIAL EDUCATION means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability.

Overview

What Every Parent Should Know

Preschool special education services are available, free of charge, to children ages three to compulsory school age, who have special needs in one or more of the following areas:

social/behavior skills
physical development
self-help skills
thinking skills
communication skills
vision
hearing

These services might be provided in your home or in a classroom. Recommendations about what services your child can receive and where the services might be delivered depends on your child's and family's needs.

Step 1: Contact your School District

Preschool special education is not for all children. If you think your child might need preschool special education, the first step is to contact your local school district.

Step 2: Give Permission

With your written permission, your school district will work with you to find out the skills your child has in each of the areas listed above. The school district learns about your child's skills by talking with you, observing your child and having your child do some specific preschool activities/tasks. If your child has attended other programs or has been evaluated you should share this information with the school. Your permission for the school to do these activities is required and you may stop them at any time.

Step 3: Use of Information

The information gathered is used to make a decision about whether or not your child is eligible for preschool special education services. All of these activities must be completed within a certain amount of time.

Step 4: Participate in Meeting

If your child is eligible for preschool special education, he or she must have an Individual Education Program (IEP). A group of people, including you, will discuss what your child can do right now, the skills to be taught/learned, places where your child might receive services and the people who will provide the special education services. This information must be given to you in a way you can understand.

All of this information and the decisions made at this meeting will be written on your child's IEP. You must give written permission before any preschool special education services can begin. Your permission to begin special education services is voluntary. You may stop these services at any time. Your child's IEP must be reviewed at least once a year. You have the right to ask for an IEP meeting at any time during the year. If either you or the school wants to make changes in the IEP, there must be an IEP meeting and you must give your permission for these changes.

Other Rights

All information about your child is PRIVATE. You have the right to see your child's records. You have the right to ask questions about the information in your child's records and receive answers to your questions. You may ask for copies of these records. Your written permission must be given before any records about your child are shown to anyone other than school district personnel.

You have a right to state complaints concerning any part of the preschool special education process. To do this, you may ask for a hearing. Your child shall continue to receive preschool special education services while the complaint is being considered unless you choose otherwise.

The steps and rights will be explained in detail in this booklet. Every attempt has been made to explain these activities in a way that is easy to read. If you do not understand any part of this booklet, you should contact your local school district or Special Education Regional Resource Center (SERRC). A list of SERRCs is provided on page 43. If you do not know which SERRC serves your area, contact the special education director or coordinator of your local school district.

How Your Child is Identified

This section contains information about:

- *In-School Identification System*
- *Out-of-School Identification System*
- *Confidentiality*

Each school district must have a system to identify all children who live within the district who may have a disability and require **SPECIAL EDUCATION** and **RELATED SERVICES**. School districts have two systems for identifying children with disabilities. They are the in-school system and the out-of-school system.

These systems should assist with the **TRANSITION** of the child and family as they move between early intervention services to preschool special education services.

SPECIAL EDUCATION means specially designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability.

RELATED SERVICES means any service(s) needed for your child to benefit from the special education program which is written on the IEP. They include at least Attendant Services, Audiological Services, Guide Services, Interpreter Services, Medical Services, Occupational Therapy Services, Orientation and Mobility Services, Physical Therapy Services, Reader Services, School Psychological Services, Speech and Language Services, Transportation and Supervisory Services.

TRANSITION is the process for movement of children and their families between or within service delivery systems.

CONFIDENTIALITY means the steps that schools must take to protect information that is gathered, stored, used or destroyed that relate to preschoolers with disabilities.

In-School Identification System

The in-school system would primarily be used to identify preschoolers who currently receive services from an Early Intervention Program or who attend a public or private preschool, or Head Start Program.

Out-of-School Identification System

Each school district must have a system to identify all out-of-school children who may have a disability and who are not attending any preschool programs. If you have questions about your school district's identification system, contact your local school district.

Confidentiality

Rules for **CONFIDENTIALITY** are in effect from the time that the district begins to collect information about your child.

Personally identifiable information includes:

- The name of the child, child's parent(s) or other family member.
- Address of the child.
- A personal identifier such as date of birth, student number or social security number.
- A list of personal characteristics or other information that would make it possible to identify a student.

Schools usually keep four kinds of records for children with disabilities:

- Cumulative File
- Special Education File
- Group Records
- Teacher's Daily Notes

To Look at School Records

Education records are private. This right to privacy guarantees that your child's records are only shared with:

- Authorized School Personnel
- **Parents**
- Other individuals with written request or permission by parents or as authorized by law.

Other Rights

1. The school district must allow you or your representative to look at your child's records within forty-five days after the request is made.
2. The school district must answer your questions regarding your child's school records.
3. The school district must provide copies of your child's records to you if you cannot get to the school to see them. The school may charge a fee for the copies, but cannot charge you costs to locate them.
4. You may request that information in your child's records be changed. After you make this request, the school must decide whether or not the change is appropriate within a reasonable period of time. Someone from the school district must inform you if these changes will not be made, and this person will tell you about your right to ask for a records hearing. If you want to have a records hearing, call your school district.
5. The school may assume that you have the right to look at school records unless the school is informed that you are not allowed to look at school records.
6. The school must keep a record of who has looked at school records. This must include the person's name, date and purpose for looking at school records.
7. If school records have information about more than one child, you may only look at information about your child.
8. If you ask, the school must tell you what kinds of records are kept and where they are kept.

PARENT means either parent. If the parents are separated or divorced, 'parent' means the parent with legal custody of the child. Parent also includes a child's guardian, custodian, or parent surrogate. A parent surrogate must be appointed when the child's parent is unknown, unavailable or when the child is a ward of the state. The parent surrogate protects the rights of the child throughout the complete decision-making process and has the same rights as the parent.

Additional Information Regarding Regulations

The Rules and Regulations (Part 34 of the Code of Federal Regulations) for P.L. 102-119 (IDEA) (Part 99 of the Code of Federal Regulations) lists more specific requirements. To request information about these Rules and Regulations you may contact your school district or your Special Education Regional Resource Center (SERRC).

How Your Child is Evaluated

This section contains information about:

Pre-evaluation Activities
- *Referral*
- *Notice of Parents Rights*

Evaluation Activites
- *Purpose*
- *Content*
- *Team Report*
- *Independent Evaluation*

Pre-Evaluation Activities

Referral

School districts must have **DIFFERENTIATED REFERRAL PROCEDURES** to find out if a child may have a disability. This means that information will be collected about your child and **SCREENING** may be conducted to help school district personnel to determine whether your child needs a **MULTIFACTORED EVALUATION (MFE)**. After the information is reviewed and it is determined that an MFE is needed, you must give your written permission for the MFE to be done.

Referrals may be made by:

- Parents
- Preschool Teachers
- Day Care Providers
- Social Service Agencies
- Others concerned about your child

DIFFERENTIATED REFERRAL means the planning, implementation and evaluation of interventions conducted prior to referral for a multifactored evaluation.

SCREENING is a brief evaluation procedure used with large groups of children for the purpose of identifying those who should be evaluated further.

MULTIFACTORED EVALUATION means an evaluation, conducted by a multidisciplinary team, of more than one area of a child's functioning so that no single procedure shall be the sole criterion for determining an appropriate education program placement. This process shall be designed to assure that children are not misclassified or unnecessarily labeled as being handicapped because of inappropriate selection, administration or interpretation of evaluation materials.

NATIVE LANGUAGE means the language normally used by a person, or in the case of a child, the language normally used by the parent of a child.

Notice of Parents Rights

Before the multifactored evaluation begins, your school district must provide you, as parents, written information about your rights and the rights of your child. This notice must be given to you within 30 days of the date that your child was referred for the MFE.

The notice must be given to you in language you understand.

The notice must be translated orally or by other means to you in your **NATIVE LANGUAGE** or other mode of communication. If your native language is not a written language, the district must make reasonable attempts to make sure that you understand.

The following is a list of your rights which must be included in the notice. You have a right to:

1. Know where you can obtain the Rules for Preschool Special Education and any other federal and state rules.
2. Know the school's plan for special education and what special education and related services are available within the district.
3. Know the district's criteria for placement into preschool special education programs.
4. Know the district's policies for confidentiality and how they keep, change, release and destroy records.

5. Have the school explain or interpret school records.
6. Look at and have copies of school records.
7. Call a meeting or communicate in other ways with school district personnel.
8. Present complaints about the evaluation, placement or special education services provided to your child to district personnel, including the superintendent of your school district.
9. Have a due process hearing conducted by an impartial hearing officer and know the procedures that you should follow to do so, and how the process works.
10. Ask the court to make the school district pay a reasonable amount of your attorney's fees if you prevail in a due process hearing.
11. Appeal the impartial hearing officer's decision to the State Department of Education and know the procedures that you should follow to do so, and how the process works.
12. File a civil lawsuit in State or Federal court if you do not agree with the State Department of Education decision.
13. Know what school personnel will be doing with your child to determine whether or not he/she is eligible for preschool special education.
14. Ask for someone who is qualified but does not work for the school district to test your child if you do not agree with the results from the school's testing. (Independent Educational Evaluation) The school district either pays for the testing or sees that it is provided at no cost to you.
15. Be informed that the school district can ask for a due process hearing if the school thinks the tests and results they obtained are appropriate.
16. Obtain an independent educational evaluation, but not at public expense, if the due process hearing finds that the district's evaluation is appropriate.
17. Know that if the hearing officer requests an independent evaluation, it must be at no cost to you.
18. Get, upon request, information about where an independent educational evaluation may be obtained.

19. Know that information obtained from an independent educational evaluation done at your expense shall be considered by the school district in any decision made about providing special education to your child, and may be presented as evidence in a hearing.
20. Know that whenever an independent evaluation is free, the criteria under which the evaluation is obtained, including location of the evaluation and the qualifications of the examiner, must be the same as the criteria which the school district used when it did the evaluation.
21. Know that the school district cannot change or refuse to change your child's educational program without notifying you.
22. Know that your permission means that you understand all information about the process, agree in writing to the activity and understand that your permission is voluntary and may be revoked at any time.
23. Know that your permission is not a condition for a free appropriate public education except for the first evaluation and first placement. If you do not give permission the school district may request a due process hearing.
24. Know that notice must be in your native language or other way of communicating, and also know what steps the school district will take to make sure that you understand your rights if your native language or way of communicating is not written.
25. Know what the school district wants to do or not do, an explanation of why they want or do not want to do something with your child, and a description of what choices were considered and why those choices were rejected.
26. A description of each evaluation, test, record or report that is the basis for what the school wants or does not want to do.
27. Know that the school district must appoint a parent surrogate to act as a parent if you cannot be found, there is no parent, or your child is in custody of the state.
28. Know what procedures are followed to appoint a parent surrogate and what qualifications are required.

If you want other information or an explanation of these rights, call your school district or Special Education Regional Resource Center (SERRC) either before you give your permission for your child to be evaluated, or at anytime.

Evaluation Activities

If your child is suspected of having a disability, your school district is required to do a multifactored, multidisciplinary evaluation (MFE). This evaluation will be conducted by various people who will look at all areas of your child's development. You play an important role during the evaluation by providing information to the team from your special knowledge of your child. The evaluation is to be given in a way that is fair to your child regardless of your child's cultural background, experiences or disability.

The results of the evaluation are used:

- To determine eligibility for preschool special education and related services.
- To develop a written multifactored evaluation team report for the **INDIVIDUALIZED EDUCATION PROGRAM (IEP)** conference.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) means a written statement for a handicappped child that is developed and implemented in accordance with paragraph E. of rule 3301-51-02. (refer to pages 19-25) of the Administrative Code.

Content of the Evaluation

In order for the MFE team to determine if your child is a **PRESCHOOL CHILD with a DISABILITY** and is eligible for preschool special education and related services, information about your child's present level(s) of development must be obtained in all of the areas listed on the left-hand side of the following chart. The information must be obtained using one of the four methods listed across the top of the chart.

	Structured Interview	Structured Observations	Standardized Norm-Referenced	Criterion-Referenced Curriculum Based Assessment
Background	✓			
Adaptive Behavior**		✓		
Cognitive Ability**				✓
Communication*	✓	✓✓	✓	✓
Hearing Abilities*				✓
Preacademic				✓
Sensorimotor*		✓		
Social/Emotional* Behavior		✓		
Vision Abilities*				✓
Medical	✓			

All four assessment procedures must be used in the area(s) of your child's suspected disability and at least one of the procedures in the other areas listed above

PRESCHOOL CHILD with a DISABILITY is a child who **1.** Is at least three years old but not six years old on the first day of school or cut off date established by the school district. A child is eligible for services upon his/her third birthday.

and

2. Has a disability as demonstrated in one or more areas of development which has an adverse effect upon normal development and functioning.

BACKGROUND includes developmental, family, medical and educational histories when appropriate. This may include review of existing records (with parents written consent) and consultation with relevant professionals such as the family physician.

ADAPTIVE BEHAVIOR means self-care, domestic and social skills needed to function independently at home, in school and in the community.

COGNITIVE ABILITY means development in such areas as reasoning, memory and thinking skills.

COMMUNICATION means speaking, listening and understanding of language.

HEARING ABILITIES means the ability to hear sounds at various frequencies and degrees of loudness.

PREACADEMIC means readiness for reading, math, written language and other basic skills.

SENSORIMOTOR means gross motor skills, such as walking, running and bike riding; fine motor skills, such as cutting and bead stringing; and perceptual motor skills, such as coloring and handwriting.

SOCIAL-EMOTIONAL/BEHAVIOR means behavior and personality, as reflected in managing his or her own emotions and interacting with others.

VISION ABILITIES means the ability to see visual information at various distances.

In addition, the following specialized evaluations(s) might be necessary:

- A physical examination completed by a licensed doctor of medicine or doctor of osteopathy in cases where the disability is mostly the result of a congenital (present at birth) or acquired physical disability.
- A visual examination conducted by an eye care specialist in cases where the disability is primarily the result of a visual impairment, and
- An audiological examination completed by a certified or licensed audiologist in cases where the disability is primarily the result of a hearing impairment.

After this information is gathered, the team must decide if there is a documented deficit in the area(s) of suspected disability. To document a deficit the team must use all four methods to obtain the required information. Your child may be determined eligible for preschool special education when there is a documented deficit in one or more of the following areas: communication, sensorimotor, vision, hearing or social emotion/behavioral functioning. These are marked with an asterisk on the chart.

If your child is suspected of having a cognitive or adaptive behavior deficit, (marked with a double asterisk on the chart) he/she must also have a deficit in one or more of the areas marked with one asterisk or a deficit in both cognitive ability and adaptive behavior.

The following chart is an example of the evaluations needed when the area of suspected disability is communication.

	Structured Interview	Structured Observations	Standardized Norm-Referenced	Criterion-Referenced Curriculum Based Assessment
Background	✓			
Adaptive Behavior**		✓		
Cognitive Ability**				✓
Communication*	✓	✓✓	✓	✓
Hearing Abilities*				✓
Preacademic				✓
Sensorimotor*		✓		
Social/Emotional* Behavior		✓		
Vision Abilities*				✓
Medical	✓			

The following chart is an example of the evaluations needed when the areas of suspected disability are adaptive behavior and sensorimotor				
	Structured Interview	Structured Observations	Standardized Norm-Referenced	Criterion-Referenced Curriculum Based Assessment
Background	✓			
Adaptive Behavior**	✓	✓✓	✓	✓
Cognitive Ability**				✓
Communication*				✓
Hearing Abilities*			✓	
Preacademic				✓
Sensorimotor*	✓	✓✓	✓	✓
Social/Emotional* Behavior		✓		
Vision Abilities*	✓	✓		
Medical	✓			

MFE Team Report

When all of the information for the MFE has been gathered, the team must determine if the area(s) of documented deficit has an adverse effect which interferes with your child's normal development and functioning to the point that special education is necessary.

The MFE team chairperson must prepare a written report which summarizes and explains the results of the MFE for the IEP conference. You have a right to a copy of this report.

Re-evaluation

Your child must be re-evaluated at least once every three years or more frequently if conditions warrant or if you or the teacher request(s) a re-evaluation.

The purposes of re-evalution are:

- To determine your child's continued eligibility for special education and related services, and
- To develop a written MFE team report for the IEP conference.

STRUCTURED INTERVIEW means that someone from the MFE team may interview you or the person taking care of your child and will use a checklist or prepared series of questions to obtain information about your child.

STRUCTURED OBSERVATIONS means that someone from the MFE Team will observe your child using a checklist or other method in at least two different places and activities.

STANDARDIZED NORM-REFERENCED TESTS (where published) means that someone from the MFE team will give your child tests that compare your child to other children of similar ages and characteristics.

CRITERION - REFERENCED / CURRICULUM BASED ASSESSMENT means that someone from the MFE team will give tests that compare your child to a given standard or curriculum.

Your school district must notify you that a re-evaluation will be done and provide you with your due process rights. Since you have given your written consent for the first evaluation, your written consent is not required for the re-evaluation. However, you have the right to refuse the re-evaluation. If you refuse to have your child re-evaluated, special education and related services will be stopped one calendar year from the date that the IEP was developed. The district may request a due process hearing.

COMPULSORY SCHOOL AGE means a child is between six and eighteen years of age. Compulsory school age does not start until the beginning of school or other time in the school year set by the school district.

If your child has reached **COMPULSORY SCHOOL AGE** prior to re-evaluation, he/she will be evaluated under the Rules for the Education of Handicapped Children. The evaluation requirements under these rules are different. You should consult these rules for more specific information.

Independent Evaluation

If you do not agree with the evaluations done by the school, you have the right to:

- Have a person or persons who do not work for the school evaluate your child. This is called an independent evaluation. The school district must either pay for the evaluation or see that it is done at no cost to you.
- The school district may ask for a due process hearing (see page 35) if it thinks that the evaluation is appropriate.
- You may obtain an independent evaluation at your own expense if the due process hearing finds that the school's evaluation is appropriate.
- If you request it, the school must give you information about where an independent evaluation may be done. Information from this evaluation must be considered by the school in any decision made about providing special education to your child and may be presented as evidence in a due process hearing.
- If the school provides the independent evaluation free, then the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of those doing the evaluation must be the same as the criteria which the school district used when it did the evaluation.

How Decisions about Services are Made

This section contains information about:

- *The IEP Conference*
- *The IEP*
- *Placement*
- *Periodic Review*

The IEP Conference

After the MFE team completes the evalution activities, an IEP conference is scheduled. This conference must be held no later than 90 days after you have given written consent for the evaluation or within 120 days after the initial referral, unless you and the school have agreed to a later date. This agreement to a later date must be in writing.

The purposes of this conference are to:

- Review the MFE report.
- Determine whether or not special education and related services are needed.
- Develop the IEP goals/objectives. (see page 22)
- Discuss service delivery options which are based on the strengths and needs of your child and family.
- Possibly consider whether your child with disabilities should receive extended school year services based upon whether your child is failing, or is likely to fail, to achieve short-term objectives on the IEP due to interruption of instruction between school years.

The school district must:

- Inform you of the conference early enough to make sure that you will have a chance to attend.
- Schedule the conference at a time and place that is agreeable to you and the district.
- Inform you of the suggested time, location and purpose of the conference and who will be there.
- Attempt other methods of conferring with you, such as individual or conference phone calls, if you cannot be there.

The school may conduct the IEP conference without you only when:

- Detailed records of attempts to contact you are kept

or

- A signed form saying that you do not want to come is on file.

The following persons must attend the IEP conference if your child has been evaluated for the first time.	
Parents	One or both parents
Child	your child when appropriate
Representative	a representative of the school district, other than the teacher, who is qualified to provide or supervise special education
Teacher	Your child's preschool special education teacher for a child receiving special education or A teacher qualified to provide education in the type of program in which your child may be placed if your child is being considered for placement in special education or A teacher designated by the school district or other educational agency for a child who is not in school or has more than one teacher
Evaluator	a member of the MFE team or a person who knows about the evaluation and is familiar with the results of the evaluation (for the first IEP only)
Others	Other individuals chosen by you or the school district

The following activities must also occur:

- The IEP must be completely developed before any special education program and/or related services are provided.
- The IEP must be implemented without delay.
- A copy of the IEP must be given to you within 30 days of the IEP conference.
- A copy of the IEP must be available to your child's teacher and related service provider(s).

Individualized Education Program (IEP)

The IEP must include at least the following:

Present Levels of Educational Performance

- The child's first IEP will be based upon the MFE. IEPs that follow will be based upon the most current information.
- This includes a short description of what your child can do in the area(s) for which special education is being considered. Particular needs may also be included.
- This information is used to write the Annual Goals and Short-Term Instructional Objectives.

ANNUAL GOAL means expected behavior to be achieved through the implementation of the child's individualized education program. These goals must meet the unique needs of each handicapped child as determined by appropriate evaluation techniques and/or instrumentation.

Annual goals and short-term objectives

- An **ANNUAL GOAL** should be written for each area of special educational need.
- One or more **SHORT-TERM INSTRUCTIONAL OBJECTIVES** must be written for each Annual Goal.

SHORT-TERM INSTRUCTIONAL OBJECTIVES means the intermediate steps leading to the accomplishment of the stated annual goals.

Special Education and all needed related services to be provided

- The IEP must state what special education services your child will need to meet the Annual Goals and Short-term Objectives.
- The IEP must state what, if any, related services are required for your child to benefit from special education. Related services are services such as speech/language therapy, occupational therapy, etc.

The extent to which your child will be able to participate in regular education programs

- The IEP must indicate the extent to which your child will be with children who are not disabled. (See Least Restrictive Environment, Page 23)

The projected dates for when the services will begin and how long the services will be given

- The IEP must state when services will begin. This should be as soon as possible after the IEP is developed.
- The IEP must indicate how long the services may be needed; it is the IEP team's best estimate.

Appropriate objective criteria and evaluation procedures and schedules for determining whether short-term instructional objectives are being met on an annual basis and whether current placement is appropriate

The IEP must specifically state how it is decided whether your child is meeting short-term objectives and when they will be evaluated. This is usually included in the short-term instructional objectives.

The school district is required to provide the services indicated on the IEP. If your child does not achieve the growth projected in the Annual Goals and Short-Term Instructional Objectives, the school district, teachers or other persons working with your child are not liable.

The IEP must be reviewed at least once a year. Annual Goals, Short-term Instructional Objectives and your child's placement are reviewed and revised, if necessary.

Placement

The decision to place your child into a special education program must be made:

By a group of persons (including YOU!) who know about:
- Your child
- The meanings of the evaluation data
- The placement options

Least Restrictive Environment

The placement of your child must be in the least restrictive environment (LRE) in accordance with the IEP. Least Restrictive Environment means:

- To the maximum extent appropriate, your child will be educated with children who are not disabled.
- Placement of your child in a regular preschool for either full or part-time must be based on a decision that your child's educational needs can be met in the regular instructional program in accordance with the child's IEP.
- In selecting the LRE, consideration must be given to any potential harmful effect on your child or on the quality of services which he or she needs.
- When providing the LRE, which may include full or part-time placement in a regular class, it is the responsibility of a school representative, such as a building principal, to coordinate the planning between special education and regular education teachers and to supervise the implementation of the child's IEP.
- Regular preschool staff must provide your child with the same modifications/adjustments provided to non-disabled children.

- When the nature or severity of your child's disability is such that education in regular classrooms with the use of supplementary aids and services cannot be satisfactorily achieved, only then will placement be in a setting made up primarily of other children whth disabilities.
- The school disrict must make sure your child has an equal opportunity to take part in non-academic and extracurricular activities and services.
- The educational placement for your child must be determined once a year, based on his or her individualized educational program and shall be located as close as possible to the child's home.
- The strengths and needs of each child and family shall provide the basis for making decisions regarding placement in the LRE.

ITINERANT SERVICES means services provided by preschool special education teachers or related services personnel which occur in the setting where the child, or the child and parent(s), is located as oppposed to providing services at a centralized location.

HOME ENVIRONMENT means the residence of the child and the child's parent(s) as defined in paragraph (KK) of Rule 3301-51-01 of the Administrative Code. (see definition of Parent, page 9)

SPECIAL CLASS means a classroom program that provides group educational experiences to children of similar ages or developmental levels on a regularly scheduled basis and in a central location.

Placement Options

The school district must make sure that service options are available in order to meet the special education and related services needs of your child, including at least the alternative placements and related services listed below:

- **ITINERANT SERVICES** which may be delivered in your **HOME ENVIRONMENT** or to your child if they attend:
  - a preschool/kindergarten program administered by a public school
  - a community based preschool or preschool/kindergarten
  - a child-care program that meets the requirements of the Ohio Revised Code and where a qualified preschool staff member is assigned to the child; and
- **SPECIAL CLASS** located in an integrated or separate facility. This is sometimes called center-based.

Periodic Review
(Annual or IEP Review)

Periodic review means reviewing your child's IEP, present placement and making revisions if appropriate. Required activities include:

- The periodic review must be held at least one time per year or more frequently if requested by you or your child's teacher.
- The procedures for Periodic Review in terms of notice, activities and participants must be the same for the first IEP conference except that an evaluator need not be there.
- At this meeting, the participants must review the current IEP to determine your child's progress and to determine what special education services are needed.
- If the child will be of compulsory school age, the IEP review will determine appropriate school age educational services.

Working Together Parents and Schools

This sections contains information about:

- *Suggestions by Parents for Parents*

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Suggestions by Parents for Parents

As your child's parent or primary caregiver, you know your child best. You are the expert. You can be an active, effective partner in your child's education. You have the power to bring about change. Some ways to be an active partner are:

- Learn all you can about the process of evaluation, placement and education of your child.
- Ask questions.
- Don't be afraid to ask questions !
- Read and make sure that you understand everything you are asked to sign.
- Give your permission only when you agree.
- Remember that you do not have to give permission for anything with which you do not agree.
- Ask what family support services (parent support groups, parent mentors, etc.) might be available.
- Get to know the people in the school with whom you and your child will come in contact. (teachers, therapists, principals, superintendent, school psychologist, etc.)
- Keep important medical, developmental and educational information about your child in one place.
- Have a vision of what you want for your child today and in the future.
- Look for services and team members who will help this vision become reality.
- Work in partnership with your team members to come up with new and creative ways of doing things. This is particularly true if what you want does not currently exist or if it is not currently practiced.

This section lists several situations which families with children with disabilities typically face. For each situation, several ideas are offered. The ideas are not listed in any special order. Use only those ideas that are a good match with your needs and your child's needs.

1. You have a concern about your child's development.

- Review a list of skills or behaviors that are typical of children the same age as your child.
- Make a list of the things your child can do.
- When there is a big difference between what your child can do and what other children of the same age can do, seek out people who can help.
- Talk with your doctor, Health Department or other health professionals to find out if a vision, hearing or a medical problem may exist.
- Call your local school district to find out who coordinates preschool services. Talk with this person about your concerns and decide if someone needs to take a closer look at your child's development.
- Remember that different people can help in different ways.
- If the people you contact cannot help, ask them to suggest people who can help.
- Continue to seek help until you find a good match between what is offered and what you and your child need.
- Make sure you share any information (medical, developmental history, etc.) that would help other people learn more about your child.
- Don't give up.

2. Someone wants to test (evaluate) your child.

- Read the section in this booklet: How Your Child is Evaluated
- Talk with the person who is asking to test your child about:
  - the purpose of the testing
  - how the testing relates to the particular concerns you have about your child
  - ways that you, the parent, can be involved in the evaluation process
  - what information they are looking for
  - the ways (methods) that will be used to gather this information about your child
  - who will be working with you and your child to gather this information
  - where and when they will test your child
  - what will happen with the information after it has been collected
  - how long will it take to complete the testing

Important

If other people have already tested your child, share that information. It does not help you or your child to redo something that has already been done.

- Work in partnership with the people who want to test your child to cooperatively plan:
  - where the testing will occur
  - which tests will be given
  - who will give the tests; and
  - how and when the test results will be shared with you
- Share important information about your child that others need to know. If you are not asked for this information, offer it.

3. Someone gives you brochures about your rights and procedural safeguards.

- Read the section in this booklet: How Your Child is Evaluated: Notice of Parent's Rights.
- Read through the brochures while someone is with you to answer any questions that you might have. Make sure you understand everything.
- Ask for the phone number of someone to call later if you have more questions.
- Ask someone to help make these rights and procedures clear to you.
- Keep the brochures for future reference with other important information about your child.

4. Someone says your child needs preschool special education.

- Read the section in this booklet: How Decisions about Services are Made.
- Discuss how this decision was reached.
- Discuss and explore all of your child's service/program options and choices. This is especially important if what you have in mind does not currently exist.
- Before you make any decision, find out as much as you can about each of your child's program options.
- Visit different classrooms such as public school preschools, preschools housed in County Boards of Mental Retardation and Developmental Disabilities (MR/DD); private preschools, etc.
- When you visit a classroom (preferably while children are there), note how the teachers relate with your child and other children and how children are relating to each other.
- Think about what you want (your vision) for your child and how this relates to the choices you have.

- Information you may want to find out about each program includes, but is not limited to:
  - Program philosophy
  - Any costs for program services
  - Exactly what services each program offers
  - When and how often the services will be provided for your child
  - How much your child will have a chance to be with children who do not have disabilities, and
  - How parents are involved with each program
- Ask about things you can do at home to help.

5. You are asked to come to an IEP meeting

- Read the section in this booklet: How Decisions about Services are Made.
- Ask someone to explain what will be discussed at this meeting.
- Read the brochures and/or information you were given about Individualized Education Programs.
- Ask who else will be attending this meeting.
- Ask what your role will be at the meeting.
- Work in partnership with the school to hold the meeting at a time and place convenient for everyone who needs to be there.
- Make sure that everyone who needs to be there will be there.
- Prepare for this meeting. Remember you are one of the IEP team members.
- Be familiar with the results of the testing (multifactored evaluation, MFE).
- Request a copy of the MFE before the IEP meeting.
- Make a list of things that you believe are important for your child to learn. This may include things in the present as well as goals for the future.
- Ask for a draft of the goals and objectives that the school will be presenting.
- Be familiar with the program options and services offered by your child's school district.
- Make a list of the questions you want to ask.
- If this is not your child's first IEP, review the current IEP.
- Decide if you would like support people such as a friend, relative and/or advocate to attend the meeting with you.

- Let the school know about other people who will attend the meeting with you.
- Inform the school if you would like to tape record the meeting (this may be perceived as threatening). Arranging this ahead of time and explaining the reason for recording the meeting may ease some tension that might otherwise arise at the meeting.

6. You attend your child's IEP meeting

- Read the section in this booklet: How Decisions about Services are Made.
- Come prepared (refer to suggestions listed in #5).
- Remember that how you present yourself can set the tone for the meeting.
- Be confident! You know your child best. You are there to speak on your child's behalf.
- Bring paper and take notes or bring a friend to take notes.
- Work in partnership with the other IEP team members to develop your child's IEP.
- As each part of the IEP is being discussed, make sure that it includes and reflects what is in your child's best interest.
- Only sign the IEP after you understand and agree with all the information/decisions documented on the IEP.
- Request another meeting if additional information is needed to complete the IEP.

7. The school district is asking you or your child to do something that you do not agree with.

- Read the sections in this booklet: Resolving Disagreements: Mediation and Impartial Due Process Hearing.
- Make every attempt to resolve the situation informally.
- Think creatively. Offer ideas/suggestions. You might have a solution that no one has yet thought of.
- Ask for a meeting with the principal or superintendent of the district to discuss the issue(s).
- Put your concerns in writing.
- Contact resources such as a family support group, your SERRC, etc. which may help you resolve the disagreement informally.

Resolving Disagreements: Mediation

This section contains information about:

- *Case Conference*
- *Administrative Review*
- *Pre-hearing Conference*

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The previous chapters in this manual have explained the steps which take place before a **FREE APPROPRIATE EDUCATION** can be provided for your child. The activities which were discussed assume that everyone agreed with the results.

However, there may be times when you and the district disagree about specific issues regarding identification, evaluation, placement or the provision of a Free Appropriate Public Education. The following activities are suggested to help you and your school district resolve these disagreements. However, you may skip these steps and go directly to an impartial due process hearing.

The following steps are considered **MEDIATION** ; the suggested sequence is:

Step 1. Case Conference

- A case conference is an informal meeting to futher review and explain information about your child.
- You or the school district may request a case conference at any time.
- A case conference may be requested by either party verbally or in writing.
- If an agreement or common understanding is reached at the conference then no futher action is necessary.
- If no agreement is reached at the end of the conference then a request for an administrative review or due process hearing may be made.

Step 2. Administrative Review

An administrative review is an attempt to resolve disagreements using the **SUPERINTENDENT** as the decision maker.

- You or another agency may request an administrative review.
- You need to send a written request for the review to the superintendent of your school district. The request should state your specific concern(s).
- The superintendent or his/her representative must conduct the review and may hold a hearing.
- The superintendent must notify the parties of his/her decision within 20 calendar days after the review.
- If the parties agree with the superintendent's decision, then no futher action is necessary.
- If the parties do not agree with the superintendent's decision, then a request may be made for a pre-hearing conference or due process hearing.

FREE APPROPRIATE PUBLIC EDUCATION means Special Education and related services that have been provided at public expense, under public supervision and direction without charge; meet the standards of the State educational agency, include an appropriate preschool, elementary or secondary school education in the State involved, are provided in conformity with the individualized education program. It is important to understand the points made by this definition:

At public expense means at no cost to the parent(s).

Meets Standards of the State Education Agency means that services must be provided that meet the "Rules for the Education of Preschool Children with Disabilities Served by Public School and County Boards of Mental Retardation and Developmental Disabilities"

Appropriate Preschool Special Education means that is based upon a Multifactored Evaluation, by a multi-disciplinary team and an Individualized Education Program designed to meet the unique needs of the child.

MEDIATION means a way to settle disagreements so that both sides "win".

Step 3. Pre-Hearing Conference

- A pre-hearing conference is an attempt to resolve disagreements using a person outside of the school district.
- You and the school district may mutually request a pre-hearing conference.
- The school district then contacts the Ohio Department of Education and requests that a representative of the department mediate the disagreement.
- The representative arranges a time and location agreeble to all parties.
- The pre-hearing conference is held.
- The superintendent mails a written summary of agreements to all parties.
- If mediation is successful, the impartial due process is not necessary.
- If the mediation is unsuccessful, a due process hearing may be held, if requested.
- Mediation cannot delay a due process hearing if one has been requested in writing.

SUPERINTENDENT means the administrative head of the school district in which the child's parent resides or his or her designated representative, unless otherwise indicated.

Impartial

Due Process

Hearing

This section contains information about:

- *Requesting a Hearing*
- *Rights of the Parties Involved*
- *Conducting the Hearing*
- *Appeals*
- *Costs*

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Initiating a Due Process Hearing

If the previous steps (case conference, administrative review, pre-hearing conference) have been unsuccessful

or

If you, the school district or the other agency(s) providing services to your child have chosen to skip these steps and go directly to an impartial due process hearing, the following steps must occur:

SCHOOL DISTRICT of RESIDENCE means: **1.** The school district in which a child's parent resides, whether a public or private dwelling or institution, or if not so determined: **2.** The last school district in Ohio in which the child's parent is known to have resided if the parents whereabouts are unknown, or if not so determined: **3.** The school district in which the child's parent resided when the child's placement in a program of special education was made, or if not so determined: **4.** The school district as determined by the probate court of the county in which admission or placement was made.

Requesting a Due Process Hearing

A due process hearing may be requested by

- the parents
- the school district
- other educational agency providing the special education and related services

The person making the request must send a letter to the board of education and to the superintendent of the **SCHOOL DISTRICT of RESIDENCE** requesting the due process hearing and listing the issues to be resolved.

IMPARTIAL HEARING OFFICER means an attorney with specific training who will reach a decision about the issues presented in the hearing.

Before the Hearing is Held

- The school district must inform you of any free or low-cost legal services. You may request this information at any time.
- If you did not request the hearing, you must be informed in writing of the request, be invited to take part in the proceedings, and receive copies of all communications between the school district and **IMPARTIAL HEARING OFFICER (IHO)**.

Regardless of who requests the hearing, during the hearing and all related proceedings your child:

- Remains in her/his present educational placement unless you and the school agree otherwise

  or

- If the hearing involves initial admission to public school, with your consent, your child must be placed in a public school program.

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Upon receipt of the request for a due process hearing:

- The superintendent must send the list of attorneys who serve as hearing officers and their qualifications to the person requesting the hearing.
- The parties must agree on a hearing officer from the list.
- If they cannot agree on a hearing officer within ten days, then the superintendent must write to the state superintendent of public instruction who will then appoint one.

Duties of the Hearing Officer

The parties involved (including you) must be informed by the Hearing Officer of their rights early enough so that they may understand and prepare for the hearing. He/she must inform all parties of their rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge of, or training, in the problems of children with disabilities.
- Present evidence and confront, cross-examine and compel the attendance of witnesses whose testimony is relevant, necessary and material.
- Not allow the introduction of any evidence at the hearing that has not been disclosed to that party at least five days before the hearing.
- Obtain a written or electronic word-for-word record of the hearing.
- Obtain written findings of facts and decisions.
- Have access to educational records.
- Be informed of how to appeal decisions.

As the parent, you must be informed by the Impartial Hearing Officer of your right to :

- Have your child present.
- Have a public hearing.
- Receive written notices concerning the hearing in the language which you understand or some other mode of communication which ensures that you understand the notice.
- Receive all communication about hearings and appeals in your native language or other mode of communication.

Timelines for the Hearing must be as follows:

- The decision made by the hearing officer must be reached and a copy of the decision mailed to each of the parties within 45 days of the receipt of the request for a hearing.

However

- The hearing officer may grant specific extensions of time beyond 45 days at the request of either party.
- The hearing involving oral arguments must be held at a time and place reasonably convenient to you.

Conducting the Hearing

The hearing officer will arrange for the hearing to be held and will notify the parties of the date, time and place of the hearing.

At least five days before the hearing occurs a meeting will be held where the parties exchange all information that will be presented and a list of witnesses to be called.

The hearing is then held. During the hearing both parties may:

- Present evidence.
- Present witnesses.
- Question and cross-examine you, your representatives and witnesses.
- Question and cross-examine school personnel, their representatives and witnesses.

The Hearing Officer will review the record of the hearing and make a decision based only on the evidence and testimony presented during the hearing.

All parties will receive a copy of this written decision.

Appeals to the State Board of Education

If either party does not agree with the decision of the hearing officer, then that party may appeal in writing to the State Board of Education within 45 days from the date of notification of the decision. Upon receipt of the written appeal, the state superintendent of public instruction will appoint a review officer.

The review officer will:

- Look at the hearing record.
- Make sure that the procedures of the hearing met the requirements of law.
- Seek additional evidence, information and testimony if necessary.
- Permit the parties to provide oral and written argument, if appropriate.
- Issue a final order within 30 days unless an extension is granted at the request of either party.

Appeal to Courts

If any party does not agree with the final order of the review officer, the party may appeal to either:

- The common pleas court of the county of the school district of residence.

  or

- The federal district court of jurisdiction.

Responsibility for Costs

The hearing is conducted at no cost to you. If you ask for any of the following services, you must pay for them.

- expert testimony
- outside medical evaluation
- legal counsel/attorney

However, if you **PREVAIL** in an appeal to the courts, you have the right to request that the court grant reasonable attorney fees as a part of the decision (for more information, refer to Individuals with Disabilities Education Act, Section 1415).

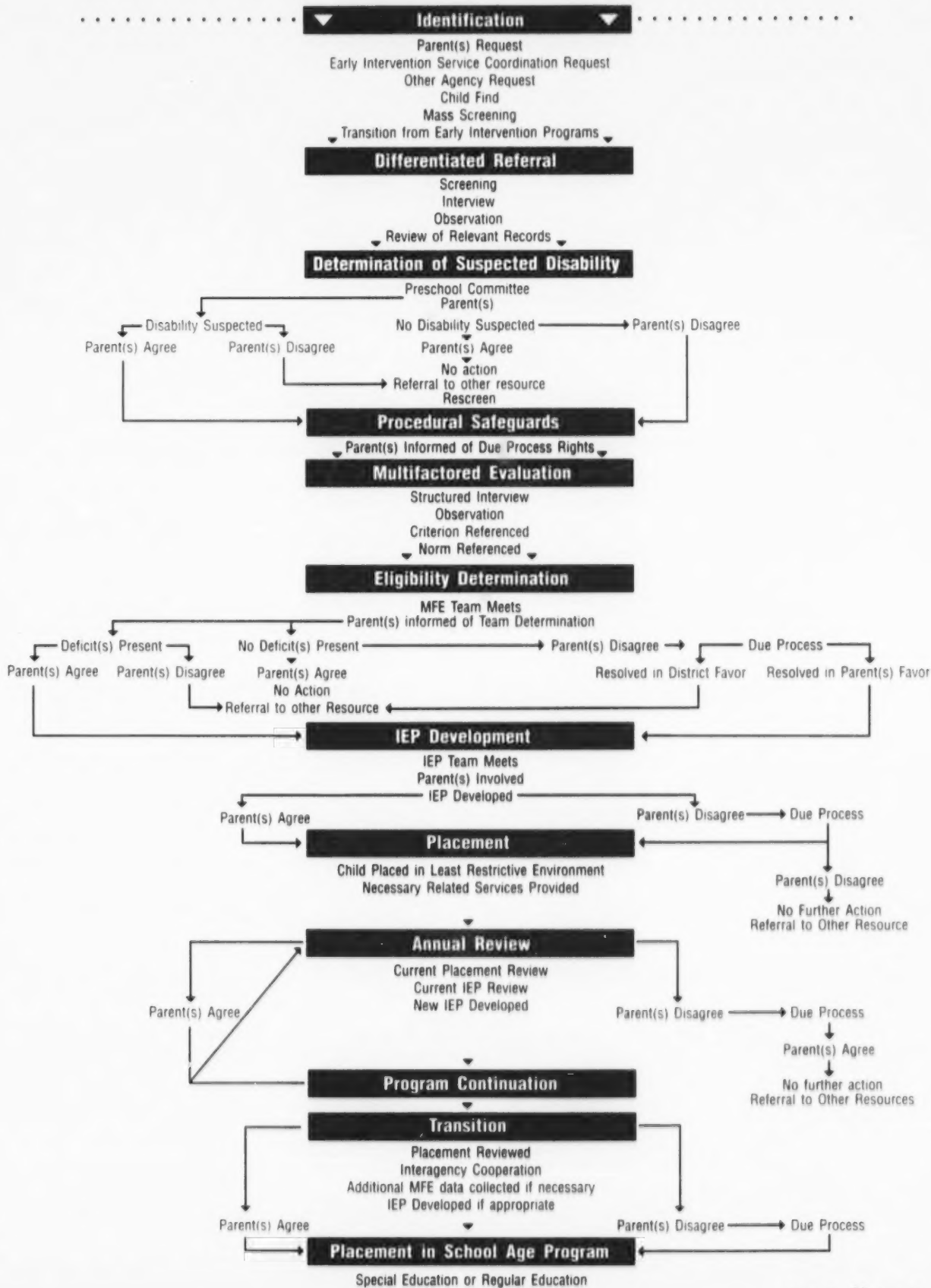
One copy of the word-for-word transcript will be provided to you upon request. If you want more than one copy, you will need to pay for them.

PREVAIL will be determined by the court. Parents do not have to "win" on every issue to prevail.

Appendix A

Important Timelines

Activity	Timeline
The district must respond to your request for records access	Without unnecessary delay and before any meeting about an IEP or hearing relating to the identification, evaluation or placement of your child and **in no case** more than 45 days
You must receive written notice of procedural safeguards	Within 30 days of the date of referral or Within a reasonable time before the district proposes or refuses to initate or change the identification, educational placement or provision of a free appropriate public education (**FAPE**) to your child
Multifactored Evaluation must be completed and IEP conference held	As soon as possible and **in any event** not more than 90 days after parental consent for the multifactored evaluation (**MFE**) is received or within 120 days after the initial referral as a suspected child with a disability (which ever comes first) **unless** a greater time span is mutually agreed to in writing
The IEP Conference for an initial placement must be held	Within 30 days of a determination that your child needs special education and related services
The IEP must be implemented	As soon as possible
You must receive a copy of the IEP	Within 30 days of the IEP conference
The due process hearing is held, a decision is reached and sent to the parties	Not later than 45 days after the receipt of the request for the hearing **unless** the impartial hearing officer (**IHO**) grants an extension to either party
You must be provided with a list of attorneys who are qualified to serve as hearing officers, including a statement of their qualifications	Immediately after receipt of a written request for the hearing
You and the district must agree to an impartial hearing officer	Ten (10) days after receipt of the request for the hearing. If agreement is not reached then the State Superintendent of public instruction will appoint one
Either party may appeal the IHO decision to the State Board of Education	Forty-five (45) days from the date of notification of the IHO decision


Identification
Parent(s) Request
Early Intervention Service Coordination Request
Other Agency Request
Child Find
Mass Screening
Transition from Early Intervention Programs
Differentiated Referral
Screening
Interview
Observation
Review of Relevant Records
Determination of Suspected Disability
Preschool Committee
Parent(s)
Disability Suspected
Parent(s) Agree
Parent(s) Disagree
No Disability Suspected
Parent(s) Agree
Parent(s) Disagree
No action
Referral to other resource
Rescreen
Procedural Safeguards
Parent(s) Informed of Due Process Rights
Multifactored Evaluation
Structured Interview
Observation
Criterion Referenced
Norm Referenced
Eligibility Determination
MFE Team Meets
Parent(s) informed of Team Determination
Deficit(s) Present
Parent(s) Agree
Parent(s) Disagree
No Deficit(s) Present
Parent(s) Agree
No Action
Referral to other Resource
Parent(s) Disagree
Resolved in District Favor
Due Process
Resolved in Parent(s) Favor
IEP Development
IEP Team Meets
Parent(s) Involved
IEP Developed
Parent(s) Agree
Parent(s) Disagree
Due Process
Placement
Child Placed in Least Restrictive Environment
Necessary Related Services Provided
Parent(s) Disagree
No Further Action
Referral to Other Resource
Annual Review
Current Placement Review
Current IEP Review
New IEP Developed
Parent(s) Agree
Parent(s) Disagree
Due Process
Parent(s) Agree
No further action
Referral to Other Resources
Program Continuation
Transition
Placement Reviewed
Interagency Cooperation
Additional MFE data collected if necessary
IEP Developed if appropriate
Parent(s) Agree
Parent(s) Disagree
Due Process
Placement in School Age Program
Special Education or Regular Education

State

If more information is needed, contact the . . .

Ohio Department of Education
Division of Early Childhood Education
65 South Front Street
Columbus, Ohio 43215-4183
(614) 466-0224

Ohio Department of Education
The Division of Special Education
933 High Street
Worthington, Ohio 43085
(614) 466-2650

Department of Mental Health
30 East Broad Street
14th Floor
Columbus, Ohio 43215
(614) 466-2596

Department of Mental Retardation
and Developmental Disabilities
30 East Broad Street
12th Floor
Columbus, Ohio 43215
(614) 466-5214

Ohio Resource Center for Low
Incidence Handicapped Students
470 Glenmont Avenue
Columbus,Ohio 43214
(614) 262-6131

The Division of Special Education can provide you with:

- Ohio Laws for Special Education
- Ohio Department of Education Rules for the Education of Handicapped Children
- State Application for Federal Funds
- Federal laws, rules and regulations

Federal

For more information about the laws that affect a number or group of children, contact:

U.S. Department of Education
Office of Special Education and
Rehabilitation Services
Mary Switzer Bldg.
330 C. Street S.W.
Washington, D.C. 20202
(202) 732-1007

(Agency responsible for enforcing P.L.102-119 I.D.E.A.)

U.S. Department of Education
Office of Civil Rights
Mary Switzer Bldg.
330 C. Street S.W.
Washington, D.C. 20202
(202) 732-1213

(Agency responsible for enforcing Sec. 504-of P.L. 93-112)

If you have any questions or need help...

There are many places you can contact. There are even agencies (parent and professional) that specialize in providing you with information regarding your rights to due process, as well as help you prepare for meetings, conferences and hearings.

Local

You should call your child's school and make an appointment to talk to your child's ...

- teacher or specialists
- school principal
- parent support person (if available)

If you have additional questions call your child's school and make an appointment to talk to your child's...

- program supervisors
- special education director
- school district superintendent

School personnel can provide information or access to...

- copies of written school policies and procedures
- copies of state and federal laws and rules

If you need more information you can also call:
The area SPECIAL EDUCATION REGIONAL RESOURCE CENTER (SERRC) that serves your county. The special education director or coordinator of the local school district can give you the telephone number.

The SERRC can provide you with...

- copies of state laws and rules
- copies of federal laws and regulations
- information on parent training
- information related to parent groups, official agencies, universities and other organizations which have expertise in due process and procedural safeguards

There are other resources specifically designed to help you both statewide and locally.

State

Ohio Coalition for Education of the Handicapped
933 High Street, Suite 106
Worthington, Ohio 43085
(614) 431-1307 (Voice/TDD)
(800) 374-2806 (for parent use only)

Local

Contact your local school district or Special Education Regional Resource Center (SERRC)

A list of SERRC's and the counties that they service

Central Ohio SERRC
470 Glenmont Avenue
Columbus, Ohio 43214
(614) 262-4545
Delaware - Fairfield - Franklin
Licking - Madison - Pickaway
Union

Cuyahoga SERRC
14605 Granger Road
Maple Heights, Ohio 44137
(216) 587-5960
Cuyahoga

East Central Ohio SERRC
152 Second Street, N.E.
New Philadelphia, Ohio 44663
(216) 343-3355
Belmont - Carroll - Coshocton
Guernsey - Harrison - Holmes
Jefferson - Muskingum - Noble
Tuscarawas

East Shore SERRC
7900 Euclid-Chardon Road
Kirtland, Ohio 44094
(216) 256-8483
Geauga - Lake

Hopewell SERRC
5350 West New Market Rd.
Hillsboro, Ohio 45133
(513) 393-1904
Adams - Brown - Clinton
Fayette - Highland

Lincolnway SERRC
1450 West Main Street
Louisville, Ohio 44641
(216) 875-2423
Columbiana - Stark - Wayne

Miami Valley SERRC
1831 Harshman Road
Dayton, Ohio 45424
(513) 236-9965
Clark - Darke - Greene - Miami
Montgomery - Preble

Mid-Eastern Ohio SERRC
420 Washington Ave. #100
Cuyahoga Falls, Ohio 44221
(216) 929-6634
Medina - Portage - Summit

North Central Ohio SERRC
2200 Bedford Avenue
Mansfield, Ohio 44906
(419) 747-4808
Ashland - Crawford - Knox - Marion
Morrow - Richland - Wyandot

North East Ohio SERRC
409 Harmon Street, N.W.
Warren, Ohio 44483
(216) 394-0310
Ashtabula - Mahoning - Trumbull

Northern Ohio SERRC
218 North Pleasant Street
Oberlin, Ohio 44074
(216) 775-2786
Erie - Huron - Lorain

Northwest Ohio SERRC
10142 Dowling Road, RR2
Bowling Green, Ohio 43402
(419) 833-6771
Defiance - Fulton - Hancock - Henry
Lucas - Ottawa - Paulding - Putnam
Sandusky - Seneca - Van Wert
Williams - Wood

Pilasco-Ross SERRC
411 Court Street
Portsmouth, Ohio 45662
(614) 354-4526
Lawrence - Pike - Ross - Scioto

Southeastern Ohio SERRC
507 Richland Avenue
Athens, Ohio 45701
(614) 594-4235
Athens - Gallia - Hocking - Jackson
Meigs - Monroe - Morgan - Perry
Vinton - Washington

Southwestern Ohio SERRC
1301 Bonnell St., 3rd floor
Cincinnati, Ohio 45215
(513) 563-0354
Butler - Clermont - Hamilton
Warren

West Central Ohio SERRC
616 North Dixie Highway
Wapakoneta, Ohio 45895
(419) 738-9224
Allen - Auglaize - Champaign
Hardin - Logan - Mercer - Shelby

Publications

Publications and documents that will give you additional information about the education of your child. You may wish to get copies of:

- Public Law 102-119 "Individuals with Disabilities Education Act Amendments of 1991"
- Rules and Regulations for Public Law 94-142
- Public Law 93-112, Section 504 - "The Rehabilition Act of 1973"
- Public Law 99-372 "Handicapped Children's Protection Act, 1986"
- Ohio Revised Code, Chapter 3323
- Ohio Board of Education Rules for Education of Preschool Children with Disabilities Served by Public Schools and County Boards of Mental Retardation and Developmental Disabilities
- Ohio Board of Education Rules for the Education of Handicapped Children
- Ohio Laws for Special Education
- Rules of the Department of Mental Retardation and Developmental Disabilities Governing County Boards of Mental Retardation
- The Early Childhood Identification Process: A Manual for Screening and Assessment, Ohio Department of Education, Division of Early Childhood, 1990

State Superintendent Memorandum #89-11 Extended School Year Services

Available through:
Your local Special Education Regional Resource Center

or

Ohio Department of Education Division of Early Childhood Education
Ohio Departments Building Room 309
65 S. Front Street
Columbus, Ohio 43215-4183

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Glossary

EHA Education of the Handicapped Act
ETR Evaluation Team Report
FAPE Free Appropriate Public Education
IEP Individual Education Program
IHO Impartial Hearing Officer
LRE Least Restrictive Environment
MFE Multifactored Evaluation
ODE Ohio Department Education
SERRC Special Education Regional Resource Center

Appendix B

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